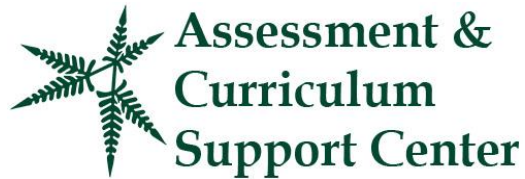


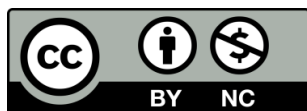


UNIVERSITY
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MĀNOA



ACSC
Crawford Hall 230 & 231
2550 Campus Rd, Honolulu, HI 96822
manoa.hawaii.edu/assessment

How chairs/academic leaders can support student learning via assessment

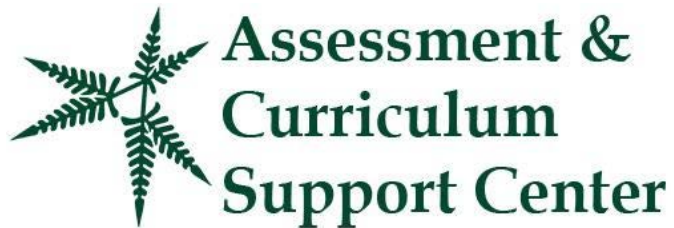


Stitt-Bergh, M., Hill, Y. (2020, September 30). How chairs/academic leaders can support student learning via assessment [Conference Presentation]. Workshop presented at the 2020 Leading With Excellence Online Conference. Assessment and Curriculum Support Center. University of Hawai'i at Mānoa, Honolulu, HI, United State

Aloha kākou

*How chairs/academic leaders
can support student learning via
assessment*

with
Monica Stitt-Bergh and Yao Z. Hill



Housekeeping

- We'll monitor Chat
- If you step away, please **exit Zoom** and re-enter when you return

Ground rules

1. Participate actively
2. Encourage others to contribute
3. One person talks at a time
4. Disagree with respect
5. Stay on point and on time

Outcomes

- A. Learn from and about each other
- B. Describe assessment that supports learning
- C. Name strategies to lead collaborative work
- D. Identify a strategy to use in fall 2020

Agenda

1. Get to know each other (poll; pair share)
2. Lecture: assessment to support learning
3. **Activity: leading collaborative efforts (3-person interview)**
4. Lecture: strategies for leaders
5. **Activity: plan & strategize (breakout room)**
6. Wrap up; Q&A

Introductions



Sign of the times



Family social distancing

Monica Stitt-Bergh



Yao Hill



Assessment & Curriculum Support Center

Formerly the Assessment Office

Mission: improve student learning through academic program assessment

Support collaborative, faculty-driven learning outcomes assessment

Website: manoa.hawaii.edu/assessment

Assessment and Curriculum Support Center

Learning outcomes assessment for improvement

[Home](#) [How To](#) [Resources](#) [Workshops and Events](#) [Reports](#) [Use of Results](#) [About](#)

News and Updates

July 16, 2020 - Upcoming Virtual Workshops organized by ACSC

June 9, 2020 - The 2020 Assessment Leadership Institute goes Online!

April 21, 2020 - Congratulations to the 2020 Cohort of the Assessment Leadership Institute!

What We Offer



How To



Resources



Workshops & Events



Reports



Use of Results



About Us

Assessment and Curriculum Support Center

2550 Campus Road
Crawford Hall, Room 230/231



Who's here today

Civic and Community Engagement

Communicology

Earth Sciences

East Asian Lang & Lit

Food Science & Human Nutrition

Hawaii Institute of Marine Biology

History

Human Nutrition, Food and Animal Sci

Information Technology Services

International Programs

Lang and Lit of Europe & the Americas

Learning Assistance Center

Life Sciences

Manoa Advising Center

Math and Natural Sciences

Military Science & Leadership

Molecular Biosciences and Bioengineering

Who's here today

National Student Exchange

Natural Resources & Environ Mgt

Ocean, Earth Science and Technology

Pathology

Religion

Second Language Studies

Social Sciences

Social Work

Summer Sessions

Tropical Medicine, Medical Microbiology and Pharmacology

Who's here today

Acting Graduate/Associate
Chair

Associate Dean

Associate Director

Associate Professor

Associate/Graduate Chair
Chair

Co-Director

Department Chair

Department Chair

Department Chair

Department Chair

Department Chair

Director

Director

Director

Director

Director

Director

Executive Director

Graduate Chair

Instructor

Interim Dept. Chair

Lecturer

Manager

Program Director

Prospective Department Chair

Specialist

System Chair

Undergraduate Chair

Get to know each other: Poll questions

- 1. Your experience with program-level learning outcomes assessment (choose the best fit)**
- 2. What do you expect to gain from this session? (check all that apply)**

Get to know each other: **Breakout rooms**

- 4 minutes total (approx. 2 minutes per person)
- Introduce yourself
 - Name
 - Department
 - Role
- Discuss:

One thing you're hopeful about regarding learning assessment in fall





How is learning supported via assessment?

Learning assessment that supports accountability

Teachers decide what they want to teach.

Teachers teach it.

Teachers assess/evaluate students' learning.



I TAUGHT
STRIPE HOW
TO WHISTLE



I DON'T HEAR
HIM WHISTLING



I SAID I TAUGHT
HIM. I DIDN'T SAY
HE LEARNED IT

BAD
BLAKE
5-6

Learning assessment that supports learning

Teachers (sometimes with students) determine what students should learn & design ways for students to demonstrate their learning (e.g., project, test)

Students learn, practice, get feedback on their performance.

Teachers assess/evaluate students' learning.

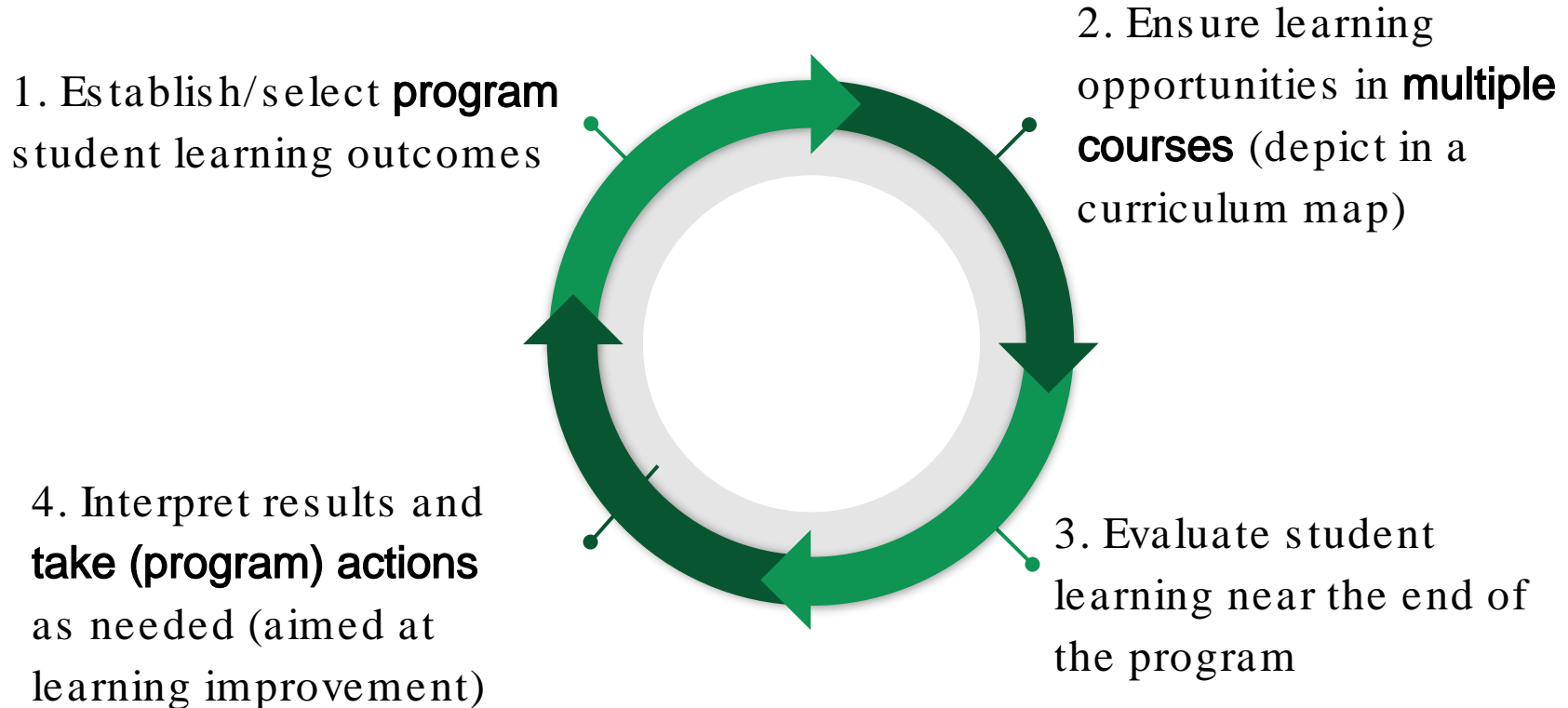
Teachers make changes to optimize teaching and learning based on the evaluation results.

Learning at the program level

- A. Durable learning beyond the course, after graduation
- B. Higher order, complex skills and values



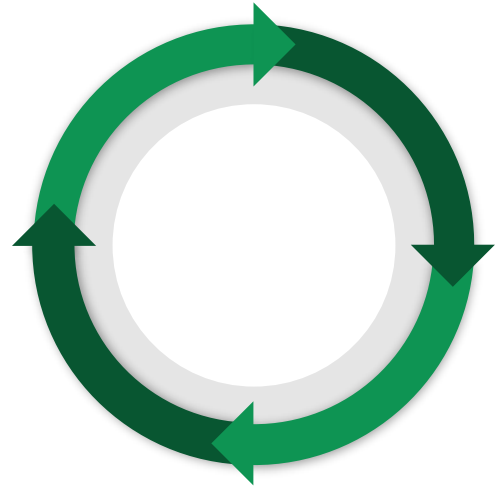
Typical program learning outcomes assessment cycle



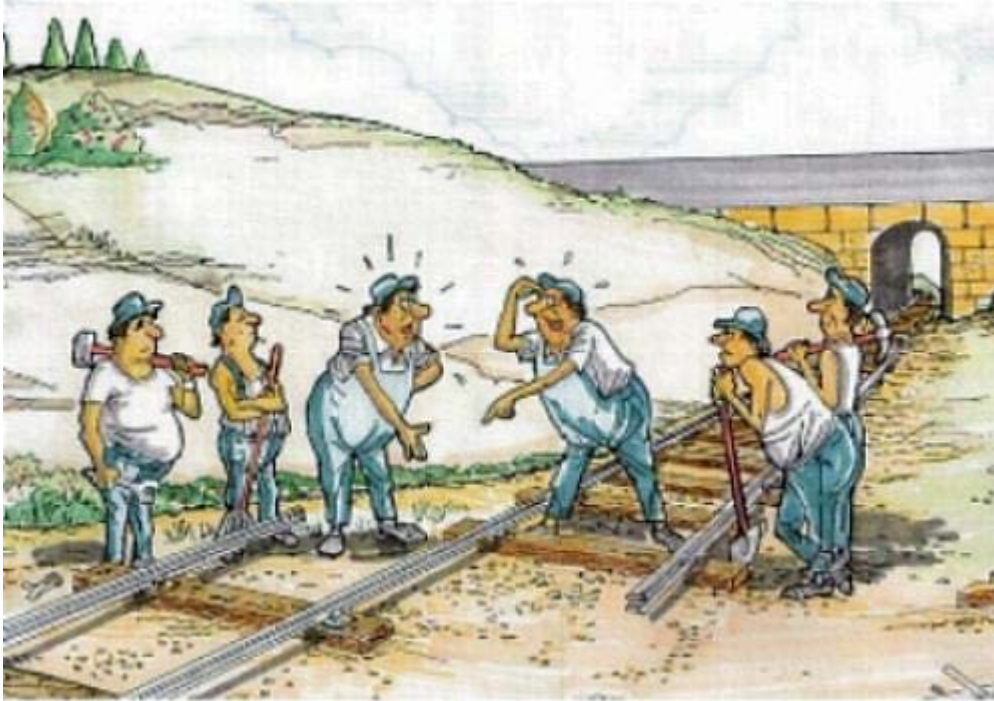
Plan program-level learning assessment that supports learning

The takeaway: good assessment is more than evaluating and reporting.

- Assignment design
- Practice and feedback along the way
- Use what you learn about student achievement to take actions aimed at improving learning for the next group of students



Collaboration and teamwork are required



What holds these required
courses together?

300

210

300L

426

280

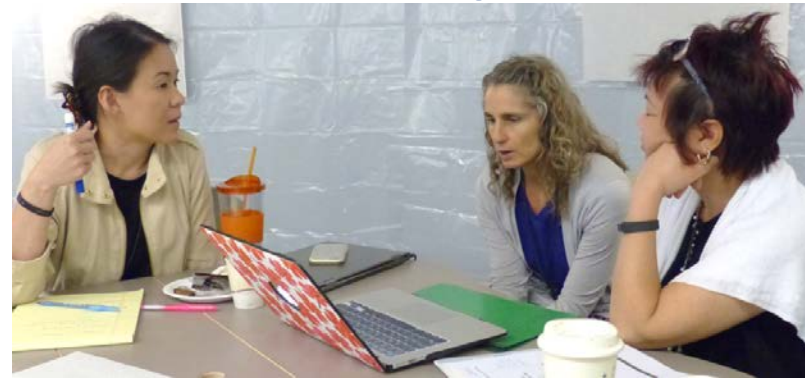
301

430

281

320

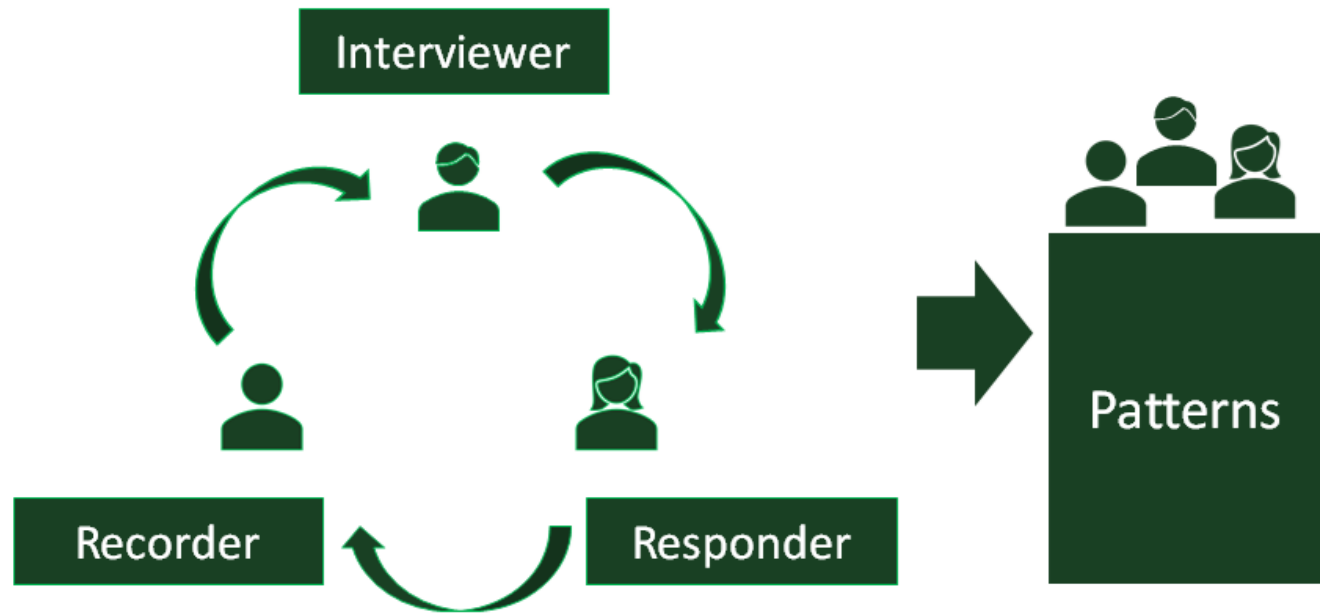
494



Small Group Activity: <http://go.hawaii.edu/tf3>

1. describe a strategy that led to effective faculty collaboration
2. describe the challenges this strategy addressed
3. Describe how you might use this strategy to lead collaborative assessment and learning discussions

Activity: Three-Person Interview

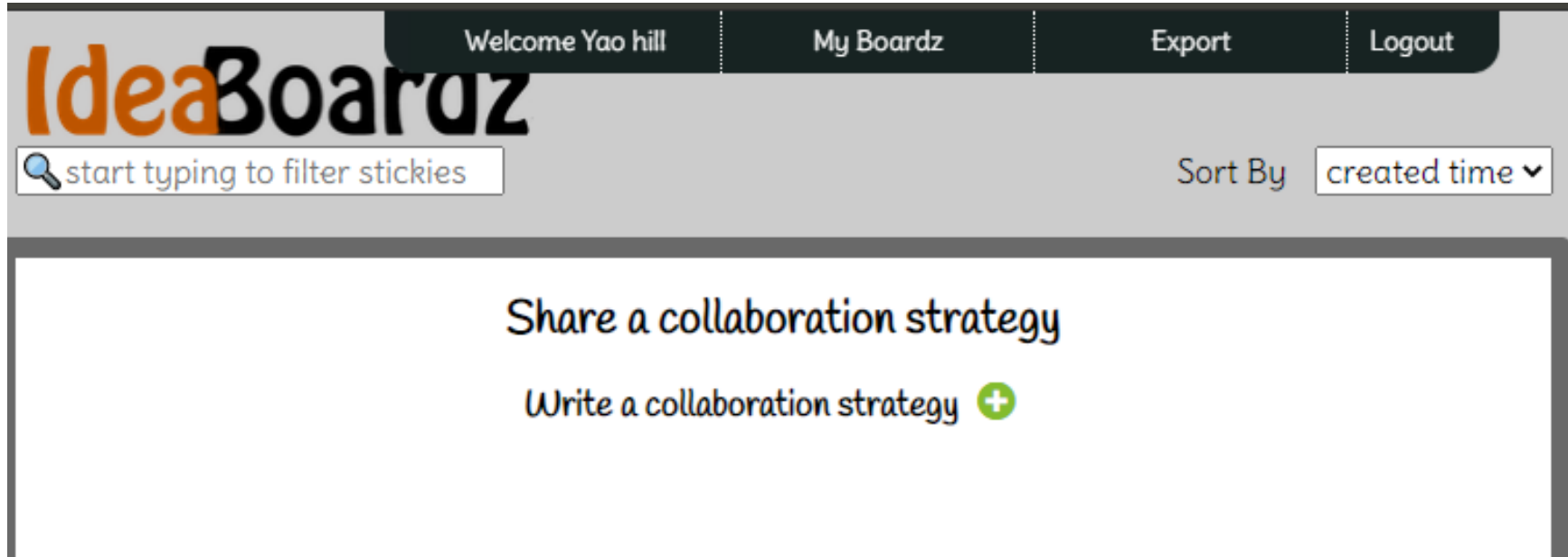


Access the material here:
go.hawaii.edu/tf3

Get ready to enter your Breakout room.
Remember your room number.

Group sharing using ideaboardz

<http://go.hawaii.edu/3fW>



Strengthen *Assessment for Learning* at the Program Level

A list of ideas to increase collaborative, faculty-driven learning outcomes assessment.

- 1) **Department/unit holds a meeting at least once per semester to discuss teaching and learning via assessment** (e.g., achievement results, assignment design, learning outcomes, rubrics, curriculum maps)
 - a) Use a structured activity to move from “smart talk” to progress and products. Our favorites include the following:
 - i) Curriculum mapping
 - ii) Assignment design charrette
 - iii) Adapt a rubric
 - iv) Align course learning to program learning outcomes
 - v) Data party to interpret learning achievement results
 - vi) Standard setting: determine what is good enough for graduation
 - b) Use meeting facilitation activities. Our favorites include the following:
 - i) 3-person interview (cooperative interview)
 - ii) Brainstorming
 - iii) Dot voting (in person); online polls and surveys
 - iv) Make a metaphor
 - v) Graffiti wall
 - c) Use meeting facilitation techniques
 - i) Set ground rules
 - ii) Take visible minutes/notes
 - iii) Create an agenda with meeting goals and purpose
 - iv) Create a safe space so all may contribute equally
 - v) In advance, decide how decisions will be made (e.g., consensus)
- 2) **Encourage assessment projects that are meaningful to the faculty**
 - a) This can include investigating questions of equitable learning outcomes across student groups (ethnicity, transfer, gender, etc.)

Strategies handout:
<http://go.hawaii.edu/ef3>

Obstacles and strategies for leading collaborative work



Make meetings worthwhile



#1. Meeting: Use structured activity or meeting facilitation activity, e.g., curriculum mapping activity, graffiti wall.

Why? Move from 'smart talk' to progress & product.

PD Committee
Friday, May 8, 2020
Agenda

Join information: Zoom Meeting

<https://us02web.zoom.us/j/88640?pwd=TU5zcmlqOWh4V25GMIZlQT09>

Meeting ID: 886 4099 3418

Passcode: 0538871

1. Welcome & check ins
2. Ground rules
 - a. Participate actively
 - b. Encourage others to contribute
 - c. One person talks at a time
 - d. Disagree with respect
 - e. Stay on point and on time
3. Any questions/changes on [meeting minutes](#) ?
4. Action items here ([what and how](#))
5. Adjourn

Efforts in motion

| | |
|--------|----------------------------------|
| Item 1 | Current activity on project/goal |
| Item 2 | Current activity on project/goal |
| Item 3 | Current activity on project/goal |

Accomplishments

| | |
|--------|--|
| Item 1 | (1) Completed . . . (2) Drafted . . . |
| Item 2 | (1) Finalized . . . |
| Item 3 | (1) Researched and wrote report . . . (2) Sent survey . . . |

Technology & personnel to streamline logistics



#13. Use technology to manage data. E.g., Google Forms for data entry/collection (no student identifiers)

#12. Ask office staff and students to handle data entry, graphs, draft reports.

Address emotions: fatigue, frustration, fear



#1. Meetings. Set a positive intention. Use meeting check-ins to build relationships. Use techniques to give equal voice and/or anonymous input.

#2. Encourage meaningful projects



#3. Make it count in personnel review

#5. Promote teaching, learning, and assessment



#8. Always say thank you

Knowledge--capacity building

#66. Build capacity. Encourage learning via professional development.

Leaders set the tone that professional development is a good thing.





Fall 2020 offerings: spread the word

Office hours (8/25 - 11/20)

Yao: Tuesdays, 9:30-11:30 (on [Zoom](#))

Monica: Fridays, 1:00-3:00 (on [Zoom](#))

Degree program learning assessment **reports due on 11/20.**





Fall 2020 offerings: spread the word

Program Assessment Report: We will reach out

Assessment and Curriculum
Development Office

View Reports

[View Current Year Reports](#)

[View Reports By Years](#)

[View Reports By Program](#)

[Login](#)

**Reports due on
11/20.**

Reports: View By Years

- [2020](#)
- [2019](#)
- [2018](#)

Click on the program name to view individual reports

| Program Degree | Report Year | Submitter | Degree/Certificate | Includes Distance Program | Last Updated |
|---|-------------|-----------|--------------------|---------------------------|--------------|
| A1 Assessment ProgExample | 2018 | bergh | NA | | 03/17/2020 |
| Accountancy (BBA) | 2018 | hadwick | Bachelor's | | 11/16/2018 |
| Accountancy (MAcc) | 2018 | hadwick | Master's | | 11/16/2018 |
| American Studies (BA) | 2018 | jtripp | Bachelor's | | 10/18/2018 |
| American Studies (MA) | 2018 | kmsands | Master's | | 11/14/2018 |
| American Studies (PhD) | 2018 | kmsands | Doctorate | | 11/16/2018 |
| Animal Science (BS) | 2018 | halina | Bachelor's | | 11/16/2018 |
| Animal Science (MS) | 2018 | rjha | Master's | | 11/14/2018 |
| Anthropology (BA) | 2018 | annsakag | Bachelor's | | 11/03/2018 |
| Anthropology (MA) | 2018 | annsakag | Master's | | 11/03/2018 |



Fall 2020 offerings: spread the word

Customized support

- Customized workshop (meeting support/facilitation)
- Consultation outside of the office hours





Fall 2020 offerings: spread the word

Workshops

- **Oral Communication** Assignment Design Charette (9/3, 10:30)
- **Civic Engagement** Teaching and Assessment Coffee Hour (9/3, 10, 24, 1:00 - 2:00)
- **Civic Engagement** During Pandemic Discussion Forum (9/18, 11:00 - 12:30)
- **Conducting Assessment to Support Teaching and Scholarship** (9/28, 11:30 - 12:45)






Program assessment and showcase workshops to come



Fall 2020 offerings: spread the word

My Drive > ACSC Assessment and Learning Resource Repository at UH Manoa

| Name ↑ | Owner | Last modified | File size |
|---|-------|-----------------|-----------|
|  Civic Engagement Assignments and Assess... | me | Jun 3, 2020 me | — |
|  Rubrics--Graduate programs | me | Feb 28, 2020 me | — |
|  Rubrics--Research and Research Communica... | me | May 13, 2020 me | — |

go.hawaii.edu/ATb



Fall 2020 offerings: spread the word

- Newsletter
 - Workshops
 - Reports
 - Resources



Opportunities for assessment during times of crisis



We will come out of this crisis stronger

Activity: Breakout rooms

Select 2 strategies to facilitate collaborative discussions on assessment and learning. Reflect on

- What do you want to achieve (goal)
- Who will collaborate?
- What major collaboration strategies to use?
- When and how?
- What help, resource, prep do you need?

Strategies handout: <http://go.hawaii.edu/ef3>

Activity instructions handout: go.hawaii.edu/xA3

Wrap up. Q&A

Contact Information

Assessment and Curriculum Support Center

manoa.hawaii.edu/assessment

airo@hawaii.edu

Monica Stitt-Bergh, PhD, Specialist, bergh@hawaii.edu

Yao Z. Hill, PhD, Associate Specialist, yaozhang@hawaii.edu



Leading with Excellence Three-Person Interview Small Group Activity Shared Notes

The small groups of 2-3 will discuss the strategies that you have used to lead collaborative curricular discussions. Click on your small group number to go to your recording page.

| | |
|---|---|
| Small Group 1 | 2 |
| Small Group 2 | 4 |
| Small Group 3 | 6 |
| Whole Group Sharing of Possibilities | 8 |



Small Group 1

You are in groups of 2 or 3.

1. Introduce yourself to the group member(s)
2. Each group member takes an initial role: (1) interviewer, (2) responder, or (3) recorder.
3. Each group uses one **Recording Sheet** to record notes.
4. For 3 minutes, the interviewer asks the responder the interview question. The recorder takes notes. Each team member rotates his/her role so that each person has a turn interviewing, responding, and recording. [3 minutes per rotation]
5. For 5 minutes, the group then identifies common themes and recommendations for programmatic action and also notes any other insights.

Group 1 Three-Person Interview Recording Sheet

| | |
|----------------------|--|
| Interview Questions: | <p>In your view, what are the new possibilities to organize civic learning activities for your students in fall 2020 and/or spring 2021? Describe the context of your existing course/program while you explain the possibilities.</p> <p>If you are not teaching, describe the possibilities to promote civic learning in your program or unit?</p> |
| Interview 1 Joe | Responder 1: |
| Interview 2 | Responder 2: |
| Interview 3 | Responder 3: |



What do the possibilities have in common? What are happy surprises?



Small Group 2

You are in groups of 2 or 3.

1. Introduce yourself to the group member(s)
2. Each group member takes an initial role: (1) interviewer, (2) responder, or (3) recorder.
3. Each group uses one **Recording Sheet** to record notes.
4. For 3 minutes, the interviewer asks the responder the interview question. The recorder takes notes. Each team member rotates his/her role so that each person has a turn interviewing, responding, and recording. [3 minutes per rotation]
5. For 5 minutes, the group then identifies common themes and recommendations for programmatic action and also notes any other insights.

Group 2 Three-Person Interview Recording Sheet

| | |
|----------------------|--|
| Interview Questions: | <p>In your view, what are the new possibilities to organize civic learning activities for your students in fall 2020 and/or spring 2021? Describe the context of your existing course/program while you explain the possibilities.</p> <p>If you are not teaching, describe the possibilities to promote civic learning in your program or unit?</p> |
| Interview 1 | Responder 1: |
| Interview 2 | Responder 2: |
| Interview 3 | Responder 3: |



What do the possibilities have in common? What are happy surprises?



Small Group 3

You are in groups of 2 or 3.

1. Introduce yourself to the group member(s)
2. Each group member takes an initial role: (1) interviewer, (2) responder, or (3) recorder.
3. Each group uses one **Recording Sheet** to record notes.
4. For 3 minutes, the interviewer asks the responder the interview question. The recorder takes notes. Each team member rotates his/her role so that each person has a turn interviewing, responding, and recording. [3 minutes per rotation]
5. For 5 minutes, the group then identifies common themes and recommendations for programmatic action and also notes any other insights.

Group 3 Three-Person Interview Recording Sheet

| | |
|----------------------|--|
| Interview Questions: | <p>In your view, what are the new possibilities to organize civic learning activities for your students in fall 2020 and/or spring 2021? Describe the context of your existing course/program while you explain the possibilities.</p> <p>If you are not teaching, describe the possibilities to promote civic learning in your program or unit?</p> |
| Interview 1 | Responder 1: |
| Interview 2 | Responder 2: |
| Interview 3 | Responder 3: |



What do the possibilities have in common? What are happy surprises?

Virtual opportunities for students!

Happy surprises: opportunity for participants to share common concerns.



Whole Group Sharing of Possibilities

| Num | Possibilities |
|-----|---------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |